DOCUMENT RESUME

ED 108 150 CS 001 925

TITLE	Psycholinguistic Approach to Reading (PAR).
INSTITUTION	Cajon Valley Union School District, El Cajon, Calif.
PUB DATE	74
NOTE	9p.; Not available in hard copy due to marginal legibility of original document; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS PRICE	MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS	*Developmental Reading; *Effective Teaching; Elementary Education; *Miscue Analysis; Psycholinguistics; Reading Comprehension; *Reading Instruction; *Reading Programs; Reading Skills
IDENTIFIERS	*Effective Reading Programs; Right To Read

ABSTRACT

This program, included in "Effective Reading Programs...," sees 1675 children in kindergarten through grade eight, most of whom are white middle-class children from a small city. The emphasis in this program is on increasing comprehension by teaching words in context. The strategies require the children to use their intuitive knowledge of the grammar of their language, plus their concept knowledge, to derive the meaning of a word, rather than to rely on graphic and phonemic information. The program is easily adaptable to any learning situation and is used in open, self--contained, and cross-graded classrooms. It is also used as an integral part of the total language arts program. Essential materials for each class are a tape recorder, a Reading Miscue Analysis manual, and profile and coding sheets. Student- and teacher-prepared stories and paragraphs incorporating different strategies are also used. (WR/AIR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED108150

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PSYCHOLINGUISTIC APPROACH TO READING

In 1970 the Cajon Valley Union School District made an in-depth study of the reading progress of its students and found that a significant number were failing in reading for no apparent reason. With this in mind, the district applied for and received ESEA Title III funds to pilot the Psycholinguistic Approach to Reading (PAR) Program.

A unique difference between the Psycholinguistic Approach to Reading and other many reading programs is that PAR does not require special reading materials. Instead, teachers are instructed in PAR philosophy and methodology which, once gained, is presumably not lost.

Drs. Goodman and Burke, and Mr. Barry W. Sherman were provided as consultants to the district by MacMillan Educational Services, Inc. Over a three-year period, they instructed thirty classroom teachers in the implications of psycholinguistics for the teaching of reading. These teachers, in turn, worked with 240 target students (4th through 6th grades) over a three-year period.

In addition to summer workshops, teachers received ongoing inservice instruction in PAR philosophy and methodology by the inservice consultants and the project director. These teachers were selected after the target schools were identified.

PAR focuses on comprehension since the reading process basically involves the complex interaction of three factors: the reader with his background of experiences, the author with his background of experiences, and the three cueing systems. These cueing systems (graphophonic, semantic and syntactic) are used simultaneously while reading.

At the heart of the program in the Reading Miscue Inventory (RMI) developed by Drs. Goodman and Burke, the RMI provides a quantitative and qualitative analysis of each miscue a reader makes. A miscue occurs each time the reader produces a response that differs from the text. It is not the number of miscues that is important but rather the degree to which the miscue produces comprehension loss.

During the course of this project, it was found that target students, who were identified as being at least 1.2 years below grade level, as measured by standardized tests at the end of third grade, relied on the graphophonic cueing system to the exclusion of the semantic and syntactic cueing systems.

Transference of the knowledge gained from the RMI to a Student Profile resulted in individually prescribed instruction in the form of strategy lessons. These lessons (strategies) enabled the reader to utilize all three cueing systems with a higher degree of proficiency.

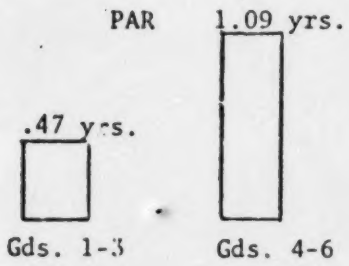
The following monograph provides the more pertinent project results.

BEST AVAILABLE COPY

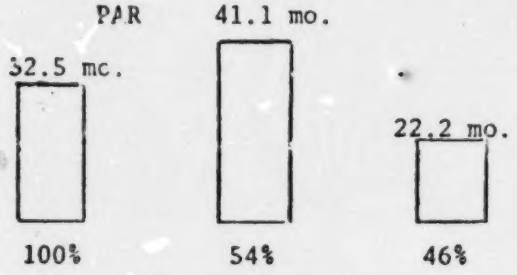
CS 001 925

RESULTS OF PAR - PSYCHOLINGUISTIC APPROACH TO READING

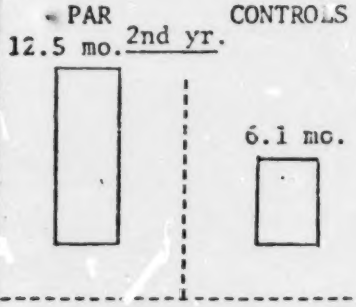
1. Students in PAR for three years



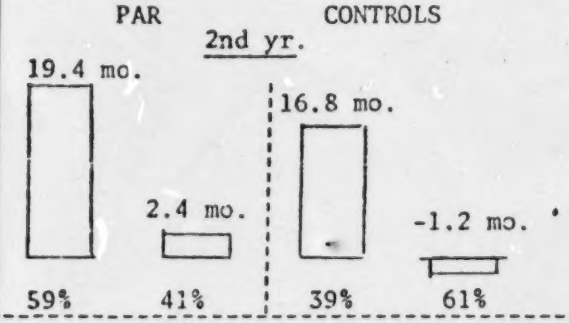
Students who were gaining in reading comprehension less than one-half year per year of instruction prior to their entry into the program had a mean growth rate in excess of one year in reading comprehension over a three-year period of instruction in the PAR program.



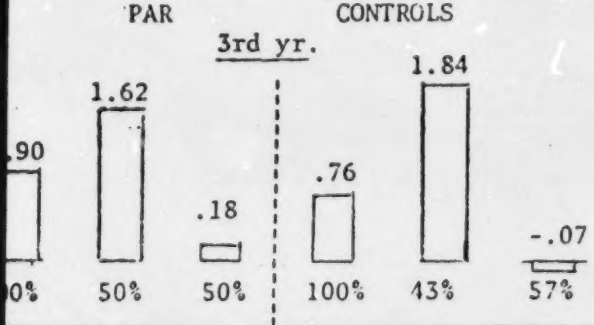
Over a three-year period, the mean growth of PAR students was 3-1/4 years; the expected growth was less than 1-1/2 years. Of the same group, 54% achieved a mean growth of 41.1 months, and 46% achieved a mean growth of 22.2 months.



In the second year, the mean growth in reading comprehension for PAR students was 12.5 months as contrasted to 6.1 months for the Control group.

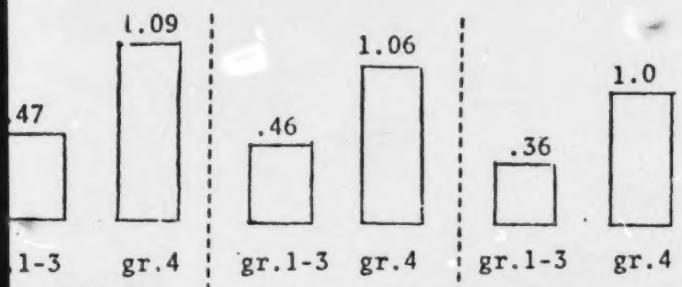


59% of the students exceeded one year's growth--their mean growth was 19.4 months; 51% did not achieve one year's growth--their mean growth was 2.4 months. In the control group, 39% achieved one year's growth--their mean growth was 16.8 months; 61% did not achieve one year's growth--their mean growth was -1.2 months.



During the third year of the program PAR students achieved a mean growth of .9 years vs. a mean growth of .76 years for the controls. 50% of the PAR students exceeded one year of growth whereas only 43% of the controls did the same. Of the 50% of the PAR students who did not achieve a year's growth their mean was .18 years vs. 57% of the controls whose mean growth was -.07 years.

II. First year in PAR for all students



The most dramatic growth occurred during the first year of the student's exposure to the program. In every case the mean growth of these students was one or more years as compared to a mean growth rate of less than 1/2 year per year in grades 1-3.

III. Growth as Related to the Hawthorne Effect

Basically, if the Hawthorne Effect is operating, students will display less growth for each succeeding year in the program.

In the longitudinal study with the PAR_1 group this did not occur. The rate of growth increased the first two years and decreased slightly during the third year. (Mean gain: first through third grade, .47; fourth through sixth grade gains per year were 1.09, 1.25 and .9 years respectively.)

IV. Growth as Related to Teacher Expectancy

Based on student IQ teachers expect students with higher IQ's to achieve at a greater rate than students with a lower IQ.

In this study control classrooms with a mean IQ of 97 displayed a significantly lower rate of growth than target classrooms which has a mean IQ of 87.

V. Validation Study of In-class Observation of Teachers: Relating Effectiveness of Teacher Inservice Training to Participation of Trainers and Outside Evaluator

After three years of operation it can be assumed that some teachers have become more proficient than others at diagnosing children's reading needs using the Reading Miscue Inventory as well as prescribing and initiating reading lessons using the obtained diagnosed information.

To determine whether some teachers were in fact more proficient and at the same time to see whether or not those apparently effected the achievement of their pupils, the project director, reading consultant and an evaluation consultant were asked to rank all PAR teachers on a four-point scale from highly effective to ineffective. These three people by their day-to-day observation of PAR teachers were most likely to recognize their competence. They had observed all PAR teachers with few exceptions several times during the year, and in the cases of the project director and selected reading consultant, many more times during the previous two years of the project.

Those teachers who by consensus (being defined as agreement by two or more of the three observers) were deemed highly effective were compared with those teachers who by consensus were deemed ineffective through the scores of their respective pupils. Note that judges rated teachers without reference to one another's ratings, even though the degree of unanimity was surprising. The high degree of agreement among the three judges can be seen in a tally of judgments made. Of 30 judgments all three judges agreed on 11, two judges on 19, and there were no teachers on which no consensus was achieved.

DEGREE OF CONCENSUS

	Project Director	Reading Consultant
Evaluation Consultant	.68**	.73***
Reading Consultant	.69**	

*** significant at .001 level
** significant at .01 level

By and large, high rated PAR teachers achieved greater gains on the comprehensive subtest (the criterion measure of project success) than the low rated or ineffective PAR strategy teachers. The apparent exception, PAR_3 high teachers, can be explained by reference to the pretest differences. The mean pretest of high rated teachers' pupils was 1.6. The mean of low rated teachers was 2.5--a highly significant difference. The usual adjustment procedures for mean differences were not applicable in this instance.

PAR TARGET STUDENT GAINS OF HI AND LO RATED TEACHERS

			VOCABULARY				COMPREHENSION			
	Rated Group		Pre	t-Value	Gain	t-Value	Pre	t-Value	Gain	t-Value
PAR I	Hi	$\bar{X}$ =	4.8 (.4)	3.0861**	.7 (.3)	3.3447**	4.1 (.2)	3.9489**	1.2 (.9)	2.0670**
	Lo	$\bar{X}$ =	4.3 (.4)		.2 (.5)		3.8 (.3)		.78(.8)	
PAR II	Hi	$\bar{X}$ =	3.9 (.2)	.9817	.8 (.2)	3.8608**	3.9 (.2)	1.2089	.8 (.2)	3.9931**
	Lo	$\bar{X}$ =	3.8 (.3)		.4 (.3)		3.8 (.3)		.3 (.4)	
PAR III	Hi	$\bar{X}$ =	2.4 (.3)	-1.7806	(.1)	-4.4491**	1.6 (.4)	-9.9288**	1.2 (.7)	1.8495
	Lo	$\bar{X}$ =	2.7 (.6)		1.1 (.6)		2.5 (.3)		1.0 (.2)	

** Significant .01 Level

VI. PAR vs. Controls using the Reading Miscue Inventory and Standardized Tests

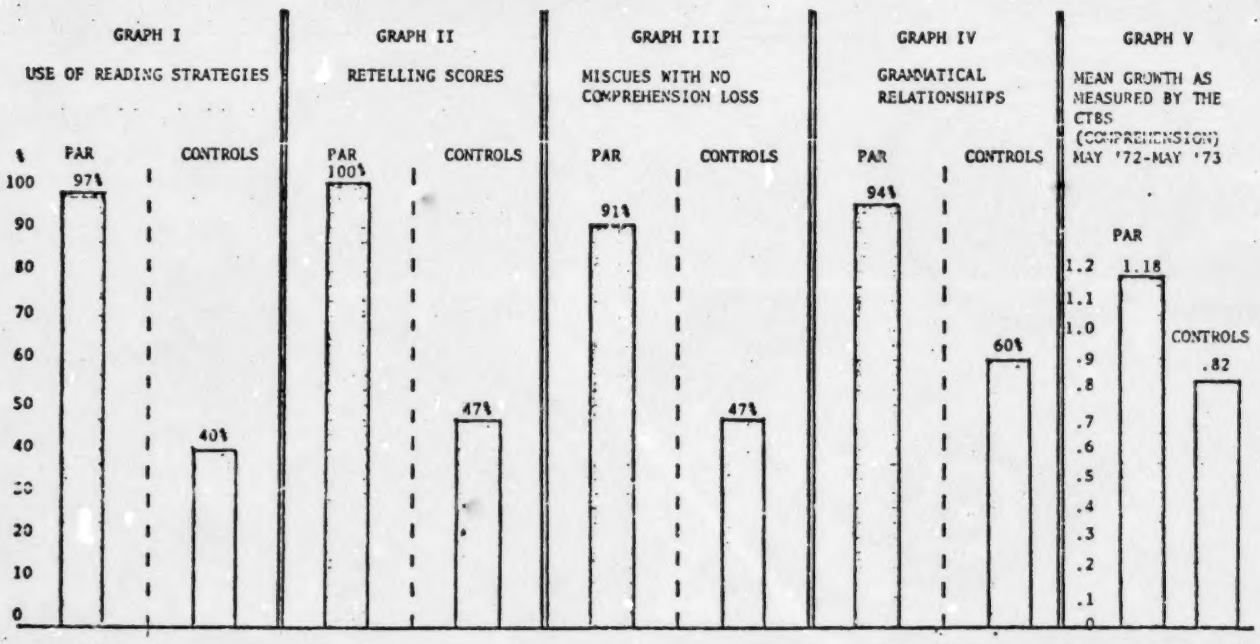
A. Significance of the RMI Reader Profile Categories

When used in pre-post evaluation, the RMI Reader Profile provides evidence of change in the following categories of reading proficiency, listed in order of decreasing overall importance for evaluation (although each has a specific importance in both evaluation and diagnosis):

1. Reader's Use of Reading Strategies.
2. Reader's Ability to Comprehend What He Reads, revealed in two ways: (a) Percentage of Miscues which result in No Loss in Comprehension, and (b) the Retelling Score, a quantified indication of the reader's ability to remember what he just read.
3. Reader's Ability to Use Grammatical Information (the Syntactic System of Language) As He Reads.
4. Reader's Dependence on Graphophonic Information.

IMPROVEMENT AS MEASURED BY THE READING MISCUE INVENTORY

PAR (N = 33) vs. CONTROLS (N = 30)



B. PAR3 Students vs. Control Students

For most forms of objective evaluation, the PAR ys. Control study carried out in this third project year provides the most important results regarding the value of PAR, as compared to traditional, modes of diagnosis and instruction. The Control group comprised the 30 bottommost 4th grade students in the school district as measured by standardized tests administered at the end of the third grade. These students were compared with the 33 bottommost PAR 4th graders, as determined by the same standardized tests.

VII. Growth As Compared to Control Classrooms

This study was made to determine whether or not the PAR students were receiving preferential treatment by their teachers at the expense of the remaining students in target classrooms.

PAR_1 target pupils and PAR_3 target pupils exceeded the rate of gain anticipated by an optimal school program, i.e., one month's gain per month of the program. Since the tests were given approximately eight months apart, PAR_1 also exceeded their rate of growth as predicted by their Lorge-Thorndike IQ scores.

Differences in growth between PAR students and non-PAR students in PAR classrooms are minimal, with the exception of PAR_3 vocabulary and comprehension and PAR_2 comprehension. PAR_1 vocabulary differences favor the target pupils. Differences between target classrooms and control classrooms represent the remainder of the District, and it is evident that non-target pupils in target classrooms are not neglected by this program since no statistically significant differences between these groups were found.

In short, progress among PAR students and target classrooms approximated or exceeded the District even though their IQ's would not have predicted these results.

		PAR I		PAR II		PAR III	
		Target/Others	Controls	Target/Others	Controls	Target/Others	Controls
Teachers	N =	(10)	(10)	(10)	(10)	(13)	(14)
Vocabulary	t =	+0.2400	0.6700	0.7200	1.2958	2.1100	+0.3219
	$\bar{X}$ =	.4 .2	.4	.5 .6	.7	.6 .9	.8
Comprehension	t =	0.4100	+1.7242	2.6800	1.2695	0.8600	+0.3416
	$\bar{X}$ =	.9 .9	.5	.3 .6	.8	.8 1.1	.7
I.Q. (PPVT)	$\bar{X}$ =	98		101		102	
	sd =	8.72		11.98		14.68	
(Lorge-Thorndike)		87	97				

Mean ($\bar{X}$) Class Gains (October - May)

Over All Difference

PAR 1-3 and CONTROLS 1-3

Vocabulary	F (1,8)	=	3.6658 NS
Comprehension	F (1,8)	=	.7986 NS

The PAR_3 group included 9 students designated EH; the Control group included only two such students. Unfortunately, contamination could not be eliminated from the Control group since the teachers of two Control groups had been exposed to a detailed PAR presentation during the spring of the preceding academic year. In that presentation emphasis was placed on the importance of correction strategies. It is, therefore, impossible to attribute to chance the following evidence of some contamination in the Control group:

1. these two classes performed best among the controls; and
2. post-RMI's revealed that correction strategies had been acquired by a large number of the Control students in these two classes. In spite of this contamination, which raised the overall level of performance of the Control group, this group performed consistently and significantly below the PAR group against which they were being compared.

In the all-important category of Reader's Use of Reading Strategies, 32 of 33 PAR_3 students, or 97%, showed improvement or demonstrated Highly Effective status. This compares with 12 of 30 students, or 40%, for the Control Group. While only one PAR student showed No Change, 16 Control students fell into this category and two students regressed. Noteworthy, too, is the distribution of gains. Of the students beginning in the Ineffective category, 7 of 8 PAR students improved two or three categories, whereas only one Control student improved more than one category. Ten PAR students, moreover, jumped from Some to High, as compared to only one Control student; 8 PAR students gained from Moderate to High, again as compared to only one Control student. The only possible conclusion to be drawn from these results is that PAR methodology was clearly superior in improving the overall reading effectiveness of similar students.

Success in the overall indicator of reading growth was duplicated by the PAR_3 students in the other categories, as well. In the important ability to retell what one has read, 100% of the PAR students improved, as compared to only 47% of the Control Group. 14 PAR students improved beyond the ceiling of improvement of the highest Control student.

In the category tallying the percentage of miscues resulting in No Loss in Comprehension, the PAR group out-performed the Control Group by a substantial margin, with 91% showing improvement, as compared to the same 47% for the Controls, as in the previous category. Once again, the distribution of gains is as significant as the overall percentage gains. 21 PAR students improved 25% or more, as compared to 5 Control students.

In the Grammatical Relationships category, the results were still highly divergent, but closer. 94% of the PAR group improved as compared to 60% of the Control group. Again the distribution reveals the superior performance of the PAR group even more explicitly than the overall percentage: 19 PAR students showed decrease in the Weakness category of 25% or more. Only 7 Control students made similar improvement.

A most significant finding in the PAR vs. Control comparison, as well as in the overall performance of the PAR students was that students designated EH or Educationally Handicapped performed as well as the other students. Not only, therefore, do the results reveal the value of the PAR approach for PAR-like students. The Educational Handicaps of certain problem readers do not interfere with reading progress under PAR methodology.

Due to the success of the program, ESEA Title III funded the project for a dissemination year. Two classroom teachers were selected to provide inservice instruction to teachers throughout California to over 700 teachers and consultants. Additionally, the Columbus Cith School District is in the process of duplicating the pilot project.

During the 1974-75 school year in excess of 1200 students received PAR instruction in the district. The degree of instruction was determined by the classroom teacher and reading specialists.